

# CHAPTER- ONE

## INTRODUCTION

### 1.1 General Background

Language teaching has become one of the important things in the world in the field of education. Many approaches, methods as well as techniques and teaching-learning strategies have been developed by different linguists and scholars. There are many approaches and methods which are applied in second language teaching. Some of the mainly practiced methods are Grammar-Translation Method, Audio-Lingual Method, Direct Method, Communicative Method etc. They were developed and practiced in the field of second language teaching. The result of the changes brought in second language teaching over a long period of time is the emergence of communicative language teaching. The practitioners and language teachers believe that communicating in the target language is the surest path of learning a second language. Many practitioners and course designers have shown that opportunities to use the target language in meaningful situation facilitate the language learners to learn language.

Cooperative learning is one of the learner-centered approaches which has been widely used by practitioners and researchers in the field of language teaching in the world. But it is a new method in the field of language teaching in Nepal. The students work together in small group of 4 to 6 to accomplish the shared goals. This method emphasizes on cooperation rather than competition. The students of higher ability help the students of lower ability in their groups because the groups are formed by heterogeneous students which help them to develop the habit of working together. While doing classroom activities, cooperative learning emphasizes on interaction which helps the students to use and learn language.

### **1.1.1 Defining Cooperative Learning (CL)**

Cooperative Learning is a recent learner centered approach in language teaching. It has been defined variously by different scholars. According to Richards and Rodgers, 'Cooperative Language Learning is a part of more general instructional approach also collaborative learning (CL). Cooperative learning is an approach in teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.' (2010, p.192).

Similarly, Slavin (1995, p.44) says, 'Cooperative incentive structures create a situation in which the only way group members can attain their own personal goals if the group is successful. Therefore, to meet their personal goals, group members must both help their group mates to do whatever helps the group to succeed and perhaps even more importantly to encourage their group mates to exert maximum effort.' Johnson and Johnson (1999, p.73), 'Cooperative Learning is the instructional use of small group in which students work together to maximize their own and each other's learning.' Dornyei (1997, p.482) says that cooperative learning involves the instructional use of small group in order to achieve common learning goals via cooperation. Similarly, Martin (1992, as cited in Luitel 2007, p.41), 'Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each members of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.'

When we observe the various definitions by different scholars we come to know that cooperative learning design involves small group of learners, and its aim is to maximize their participation in the process of learning where all the members get equal opportunity to engage actively in the task having a common goal, despite the difference among them in terms of their background and

proficiency level. The teammates assist each other's learning through inquiry and interaction. There is cooperation among learners.

### **1.1.1.1 Goals of Cooperative Learning**

The following are the main goals of cooperative learning:

- a. to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- b. to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g. content-based, foreign language classroom; mainstreaming).
- c. to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- d. to provide opportunities for learners to develop successful learning and communication strategies.
- e. to enhance learner's motivation and reduce learner's stress and to create a positive effective classroom climate.

Richards and Rodgers (2010, p.193) say that cooperative learning helps to establish a friendly, non-threatening, non-competitive learning environment in the classroom that would be able to reduce anxiety, increase motivation and foster self-esteem among all students and thus would create sufficient flexibility for the teachers to cater for all varieties of learner's needs.

### **1.1.1.2 Theoretical Bases of Cooperative Learning**

Cooperative learning is based on some basic premises about the interactive nature of language and language learning. We learn language for the purpose of communicating to others. This means the primary purpose of language learning is communication because we spend most of our time in our life engaging in conversation which takes place according to rules. According to Richards and Rodgers (2010, p. 193), 'Cooperative language learning is founded in some

basic premises about the interactive or cooperative nature of language and language learning.' All normal children growing up in a normal environment learn to talk. Similarly, Richards and Schmidt (1983 as cited in Richards and Rodgers 2010, p.193) say that human beings spend most of their lives engaging in conversation and for most of them conversation is among their most significant and engrossing activities.

As Richards and Rodgers (2010, p.194) mention the central premise of cooperative learning is to develop learners' communicative competence in a language by having conversation in socially and pedagogically structured situation.

Cooperative Learning has its own theory of language learning. As it is newly developed and practiced theory many language theorists of twentieth century have focused on cooperative activities. Social interdependence, cognitive development and behavioral learning are the bases of cooperative learning.

Social interdependence is related to the group achievement and developing positive relationship among teammates. Students help their teammates to succeed their group that help psychologically to adjust and to acquire social competence.

The cognitive development perspective, according to Richards and Rodgers, originates from the work of Piaget (1965) and Vygotsky (1962) as cited in (Richards and Rodgers 2010, p. 194). They both stress the central role of social interaction in learning. The interaction among the children around appropriate tasks increases their mastery of critical concepts." According to Vygotsky (1987, P.86), 'Collaborative activities among children promote growth because children of similar ages are likely to be operating within one another's proximal zones of development modeling in the collaborative group behaviors more advanced than they could perform as individuals.' The premise of this is when individuals co-operate on the environment where socio-cognitive conflict occur

creating disequilibrium which in turn stimulates taking ability and cognitive development.

The behavioral learning perspective focuses on the impact of group reinforce and reward on learning. One intervention that uses cooperative goal structure, according to Slavin (1995, p.44) is the group contingency in which group rewards are given based on group members' behaviors. Their learning outcomes are dependent on one another's behavior that is enough to motivate students to engage in behavior which help the group to be rewarded because group incentive induces students to encourage goal directed behavior among their group mates.

According to Slavin (1983a, 1983 b, 1995, p.44), 'The theoretical rationale for these groups, rewards help is that if students value the success of the group, they will encourage and help one another to achieve, much in contrast to the situation in the competitive classroom.'

### **1.1.1.3 Basic Principles of CL**

CL has its typical basic principles which differentiate CL from communicative learning and group activities. It has the following principles as mentioned by Johnson and Johnson (1999, p.17) and Luitel (2007, pp. 40-48).

#### **a. Positive Interdependence among learners**

There is interdependence between members in a group when they are involved in problem solving. While working in groups, the learners gain for one are associated with gains for others Oxford (1997, p.445) by structuring the goals, regards, materials, rules, roles and dividing the resources among participants a joint effort for cooperative work can be introduced effectively within a team. The learners have to collect resources together to solve a problem cooperatively to show the interdependence between learners.

**b. Individual Accountability**

As the purpose of cooperative learning, group is to make each member a stronger individual. To ensure that each member is strengthened, students are held individually accountable to do their shared goals of the work. Johnson and Johnson (1999, p. 71) say that a team member is accountable or responsible for whatever information he/she contributes to the team for solving problem.

**c. Equal Participation**

To make the learning cooperative every individual in a group or team has to participate equally. There is always the provision of work division among the participants; and one's share of work must be completed by himself or herself before the group arrives at the final solution of the problem as a whole. There is no situation of absence of participation on the part of any team member in cooperative learning.

**d. Simultaneous Interaction**

Different terms have been used synonymously to simultaneous interaction by different scholars. Johnson and Johnson (1999, p.71) prefer to say "face-to-face promotive interaction" whereas, Gaith (2002, as cited in Luitel 2007, p.43) has termed it as "Face-to-face Interaction." According to this principle, the group members interact with one another when they perform a task and the task of performance and interaction go side by side. There are enough opportunities of face to face interaction among the group members, whereby individuals promote each other's success by helping, assisting, supporting, encouraging and praising each other's efforts. As it gives the equal and enough opportunity to every individual, face-to-face interaction is highly promoted in this kind of learning design.

**e. Cognitive Development**

This principle is generally viewed as the main goal of cooperative learning. There are different activities and tasks that should be performed by the members in group whose ultimate goal is to promote cognitive development in learning.

**f. Social Skill**

It is another principle of cooperative learning which helps the learners to develop social skills such as turn taking, listening to others (teammates) actively and so on. This will help the learners to run a smooth interaction among one another which is thought to be very important for cognitive development as well as it helps them behave friendly in their real life situation.

**g. Structural Investigation**

Structural Investigation, also called structuring and structure, refers to 'The way of organizing student's inter-action and different ways students are to interact,' Richards and Rodgers (2010, p.197). It involves basically a methodology that promotes learners investigation which is made possible through cooperation among team members in the case when the learning tasks are structured properly. In this learning design, group investigations are structured to emphasize higher order thinking skills, Martin (1992, as cited in Luitel 2007, p. 43).

**h. Team Formation**

Teams are formed in various ways. They are formed randomly according to students' interest. Heterogeneous members should be there in a team. Students should be categorized according to their aptitude, gender, interest and learning capacity first and then they should be grouped heterogeneously.

## **i. Team Size**

Generally, many scholars have suggested in forming a group of four to six student's for cooperative learning. Oxford, (1997, p. 445) has said that the group of smaller than seven members work best in cooperative learning.

### **1.1.2 Role of Teachers, Learners and Instructional Materials in Cooperative Learning**

The teachers, learners and instructional materials play a vital role in classroom instruction as they are stakeholders. So, whatever method it may be their role is very significant for the attainment of desired outcomes. Therefore it is applicable to cooperative learning as well.

#### **a. The Teacher's Role**

The teacher's role is to facilitate the students in peer teaching and other forms of cooperative learning. He/She encourages them to be interdependent. In the cooperative language class, the teacher teaches cooperation while teaching a language. The teacher plays the role of guide and judge because he guides the students about how to work cooperatively at the same time he/she evaluates and judges them whether they are working according to the rules to attain the desired goals or not.

As aforementioned the teacher has to form a group of four to six students following the random procedure to make the group heterogeneous. However, the size of the cooperative group depends as the learning goals. Number of boys and girls should be balanced while forming cooperative groups.

The teacher plays the role of monitor who monitors each group and intervenes when needed to improve task work and team work to bring them to closer to desired goal of lesson. The teacher should observe the interaction among group members to assess students' educational progress to find whether they are



working in a right way or not.

The teacher needs to evaluate the learning achieved by the learners both qualitatively and quantitatively. It is very important task of the teacher to assess and evaluate the students learning. The teacher plays the role of manager who manages the class room as well as everything needed in the classroom. S/he plays the role of lesson designer who designs and redesigns the lesson to be taught and learned in the classroom situationally. Hence, the teacher needs to play the role of facilitator, guide, manager, monitor, evaluator, and so on.

### **b. The Role of Learners**

As learners are the stakeholders, they play very important role in language learning and teaching. No language teaching can be imagined without learners. So, we can say that no language learners, no language learning. According to Richards and Rodgers (2010, p.200), the primary role of learners are as members of a group who must work collaboratively on task with other group members. They have to learn the team work skills. As the cooperative group is formed heterogeneously, there are lower to higher level of students in their learning. Therefore, students themselves have to play the role of instructor, monitor, friend etc. on cooperative learning.

Students are taught to plan, monitor and evaluate their own learning which is viewed as a compilation of lifelong learning skills. Thus learning is something that requires student's direct and active involvement and participation.

Grouping is the most typical cooperative language learning format, ensuring the maximum amount of time both spend, engaged on learning tasks. Pair task in which learners alternate role involves partners in the role of tutors, checkers, recorders and information sharers.

### **c. The Role of Instructional Materials**

Instructional materials are also called teaching materials or aids. They play a vital role in teaching learning activities in the classroom because they help the teacher to create opportunities for students to work cooperatively. The same materials which are used in traditional classes can be used in the cooperative learning but there is variation in how materials are used. Richards and Rodgers (2010, p.200) say, "Materials may specially be designed for cooperative language learning (such as commercially, socially, sold jigsaw and information gap activates) modified from existing materials or borrowed from other discipline."

#### **1.1.3 Importance of CL in SLA**

Second Language Acquisition (SLA) is a common term used for the name of a discipline. In general, SLA refers to the process of learning Second language after the native language acquisition. Gass and Selinker (2008, p.7) say that sometimes the term is used for learning a third or fourth language. The important aspect of SLA refers to the learning of non-native language after learning the native language.

Cooperative learning is a successful learner-centered strategy widely recognized in the present day situation. Cooperative learning refers to a variety of teaching methods that has been characterized by positive interdependence and individual accountability to achieve the shared goals. This strategy makes learners to participate equally in teaching learning activities which plays a significant role in cognitive development and to develop social skills in learners. All learners must work collaboratively in CL. Therefore, this strategy is supposed to be more important than any other competitive and individual learning. As CL provides the naturalistic approach in SLA, it is thought to be one of the very important methods to enhance second language learning and acquisition. Moreover, it provides enough opportunities to acquire, learn and

practice the second language among the learners themselves. This method emphasizes cooperation rather than competition. It plays a vital role in learners' socialization with language learning.

#### **1.1.4 Writing skill**

Writing skill is one of the four language skills which is the last but not least important language skill in natural order. It is the most difficult language skill in the process of language teaching and learning. This skill is called productive and secondary skill because while writing the language learners produce their ideas or message to express their thoughts and intentions in written composition. Writing skill is not acquired skill even by native speakers of the language. The people speak the language can not write, so this skill is formally learned skill. When we write, we use graphic symbols i.e. letters or combination of letters which are related to the speech sounds. So, listening, speaking and reading are supposed to be prerequisite skills for writing skill.

Teaching writing skill is important because it enables the learners to:

- i. communicate through graphic system of language.
- ii. control the structure of language.
- iii. select and use appropriate words or phrases to write a text.
- iv. express what they have learned orally or by reading in their writing for permanent records etc.

##### **1.1.4.1 Stages of Writing**

Writing is one of the most important language skills in learning a second language. It helps the learners to express their abstract knowledge using letters. It takes longer time of practice to be perfect in writing. To practice in writing the learners should go through different stages of writing. To be able to write in

second language the learners must go through five stages of writing. They are given below:

**a. Copying**

It is the first stage of writing in which the learners become familiar with orthographic symbols and system of writing. According to Rivers (1968, p. 246), 'As the student is copying, he should repeat to himself what he is writing. In this way s/he deepens the impression in his/her mind of the sounds the symbols represent and s/he has further repetition practice of basic dialogue or pattern of sentences.' When the learners continue copying activities, after sometimes they learn the script of the target language, the orthographic rules and syntactic rules thoroughly. Accuracy should be emphasized in order to encourage the learners in copying in the early stages of copying.

**b. Reproduction**

Reproduction is the second stage of development of writing skill. In this stage the learners try to write what s/he has learned orally and read in his/her textbook. At first the learners will be asked to rewrite immediately each word or sentence s/he has copied before. Then for the correction the original script should be used to compare the learners' writing. This helps them to establish the sound writing habits which help them to write correctly.

**c. Recombination**

It is third stage in which the learners recombine the learned skills in drills. They rebuild on former experience and ideas. The writing practice may take a number of forms in this stage. The learners may write out structure of drills of various kind making substitutions of words and phrases, transforming sentences expanding them to include further information within the limits of learned words or phrases. They can also contract the sentences by substituting

pronouns for nouns or use single word for group of words. Later they may provide an occasion for some expansion of vocabulary which have been carefully introduced orally and learned as a group exercise.

#### **d. Guided Writing**

The fourth stage in the development of writing is guided writing. In this stage the learners are given some freedom in the selection of lexical items and structural patterns but they have to follow the given suggestions regarding the content. They will begin with outlines which allow for some individuality. But it does not allow the students to go beyond the outline. At this stage, the learners may begin with completion exercise where parts of sentences are given. Each learner is expected to construct an individual answer. The skeleton of a story or dialogue may be supplied for a description. Sometimes narration based on a picture or succession of pictures with a series of questions may also be given to the learners. The learners write a continuous narrative as they answer them.

#### **e. Free Composition**

Writing free composition is a complex activity which requires a variety of skills. This stage involves individual selection of vocabulary and structures of language for the expression of personal meaning. The learners expose their knowledge to others as s/he is free to express his/her experience or attitudes. If the learners are carefully guided through all these stages, they will really master the writing skill.

Among the above five stages of writing I did not follow all the stage considering that grade ten students do not need the stage of copying and reproduction for writing essay. However, I led them through guided to semi-guided writing for the practice of teaching writing essay on basis of the S.L.C. syllabus of Compulsory English.

### **1.1.4.2 Characteristics of Good Writing**

Writing skill is the difficult skill of language. So, Richards and Rodgers (2010, p. 100) say, 'Learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process, one that induces anxiety and frustration in many learners. Yet good writing skills are essential for academic success and a requirement for many occupations and professions.' Writing requires good imagination and logical sequence of thoughts. It is an art or craft of wording. Writing should be simple and clear so that the readers can understand it well. The following are the characteristics of good writing which have been described below in brief.

#### **a. Simplicity**

Simplicity is one of the essential characteristics of writing. The writer should not use complex vocabulary so that the readers can comprehend the writing with an ease. He should avoid ambiguous utterances or sentences from writing. Therefore, any piece of writing should be simple and comprehensive.

#### **b. Clarity**

Clarity is another characteristic of writing. The ideas should be clearly written. The writing must be free from ambiguity. It should not hold in complicated ideas, strange structures and jargonic vocabulary. He should avoid exaggeration and unnecessary details but he should not avoid the necessary details.

#### **c. Economy**

Economy is another characteristic of good writing. The writer should expose his/her ideas briefly and efficiently. He should use minimum words to express his maximum ideas quickly and clearly. He should keep in mind that the readers always enjoy the short, sweet and effective writing. It saves money and

time of publisher and time and energy of the readers. The more economic the writing is the more comprehensible it becomes. Thus we can say economy is the one of the best quality of writing.

#### **d. Continuity**

The concept of continuity of thought is based on the natural linkage of ideas. According to Perumal (1984, p. 16 as cited in Bhatta 2004, p. 22), 'Continuity of thought and natural cogency in ideas are important features in writing. There must be continuity of thoughts from word to the following words, one phrase to next phrase, from one sentence to the other sentences, from first paragraph to the second paragraph, from one chapter to the next chapter.'

#### **e. Free From Errors**

Writing must be free from lexical and grammatical errors. It must be syntactically and semantically correct and accurate in its meaningfulness because it is permanent which records the ideas and thoughts of the writer for ages. Moreover, it must bear examples and illustration to explain abstracts, new ideas or difficult and new information. Every piece of effective and good writing should include appropriate facts, figures and depth of knowledge.

### **1.1.5 Writing Essays**

An essay means a piece of composition on a topic. There is no uniformity in defining an essay, however, the entire semanticity of different definitions seem to be similar to some extent. Oxford Advanced Learners Dictionary (2005, p. 425) defines essay as a 'piece of writing usually short and in prose form on any one subject.' 'Essay is long piece of composition on a theme or subject. It is self-contained that is it has a beginning, a middle and an end. The beginning of the essay usually introduces the subject in general forms. The middle of the essay develops the theme and presents the writer's thought on it. Then the essay

is brought to close in a suitable concluding passage,' (Narayanswami 2000 as cited in Subedi 2008, p.97).

Etymologically the word 'essay' has been derived from a French word 'essai' which means 'trial' or 'attempt.' Essay can vary from person to person on the same topic. It is a prose form of writing which can be both literary and non-literary.

There are mainly three parts of the essay viz. the introduction, the middle and the end or conclusion. The first part introduces the subject or topic, the second part which is called the body of the essay develops the writer's thoughts on it and the final part includes the concluding points of the writer.

#### **1.1.5.1 Types of Essay**

There are generally four types of essay which, in short, have been introduced below.

##### **a. Descriptive essays**

Descriptive essays are those essays which are the accurate description of some places and things such as countries, islands, mountains, aspect of phenomena of nature, towns, buildings and so on. The information to be included in these kinds of essays is what is seen and what is heard by the writer.

##### **b. Narrative essays**

Narrative essays are those essays that consist of narration of some past events. The events can be historical or legendary occurrences, biographies of well known personalities, programs, accidents etc. Dialogue should be introduced where necessary and possible to make the narrative vivid.



### **c. Argumentative essays**

Argumentative essays are those essays which aim to convince the readers that the proposition the writer has taken on a subject or saying is right. While writing an argumentative essay, the reasoning power of the writer plays a vital role because the more reasoning power the writer has, the more clearly he presents his thoughts.

### **d. Reflective essays**

Reflective essays reflect the writer's experience on the topic. According to Dave, 'the aim of reflective essay is to set forth his opinions of the writers upon same subject and to support them by illustrations,' (1998 as cited in Subedi 2008, p.101). In fact reflective essays express the essayists' original thoughts on some topics.

## **1.1.5.2 Procedure of Writing Essay**

As there are different types of essay, the procedures or steps of writing essay vary from essay to essay depending upon the types of writing essays. However, there are some common procedures or steps of writing essay. Unless we have the deep knowledge of the subject matter along with the sound knowledge and skill of writing, we can not write essay well. So it can be said writing essay is not an easy job. However, the following procedure will help the learners to learn how to write an essay a bit easily. According to Narayanswami (2000, as cited in Subedi, 2008, p. 101) the following is the procedure of writing an essay:

### **a. Planning**

In the first step of planning an essay, the writer has to specify the topic so this step can also be called specification of the topic on which the essay is going to be written.

## **b. Getting Ideas**

It is the second step of writing essay. In this step the writer has to collect and formulate the ideas. S/he has to jot down all the possible points, s/he can think of on the subject. They might be in any order. 'They may appear to be a disconnected series of points,' Narayanswami (2000, as cited in Subedi, 2008, p. 102).

## **c. Organizing the Ideas**

In the third step the writer has to organize and arrange the points and headings in an order. The main heading should be supported by sub-headings. In this step, the writer writes the draft of headings and sub-headings.

## **d. Preparing an Outline of the Essay**

In the fourth step of writing essays, all the sub-headings are arranged under the main heading ordered in the third step properly. While preparing an outline, the main headings are indicated by Capital letters A, B, C..... the sub-headings are indicated by Arabic numbers 1, 2, 3, 4..... The further sub-divisions are shown by Small letters a, b, c..... and the supporting details of sub-divisions are marked by Roman numbers. Thus, in this step, everything is properly ordered to make the perfect outline of the essay.

## **e. Writing Essay**

In the last step, the writer has to write a complete essay on the basis of outline prepared in the fourth step. After the completion, he has to check the draft and revise it paying attention to clarity and grammatical accuracy.

But Gardner (2009, pp. 112-122) has used different terminologies to refer to the process of writing essay. According to him, 'assessing the writing situation,

exploring and planning, drafting, revising and editing and proofreading are the five processes while writing essay.'

For any writing assignment, especially essays and research papers, the writer will have several choices to make, depending on the writing situation he faces. The central elements of the writing situation includes his/her subject, attitude toward the subject, purpose, audience, sources of available information, and the writing assignment, Gardner (2009, p. 112).

After assessing the writing situation and before starting his/her first draft, experiment with one or more of the following prewriting strategies. These strategies can help the writer to discover ideas to determine which aspect of a subject will be focused, and to find details to support his/her points, Gardner (2009, p. 113).

When the writer writes the first draft of an essay either on paper or on the computer, he/she expresses his/her ideas in rough form without worrying too much about what is correct, appropriate, or relevant. His/her aim in this stage is not to produce a perfect composition but to get down, in full sentences and paragraphs, his/her main ideas and supporting details realizing that s/he will later revise them. His/her goal, at this point, is to discover and express meaning, to find connection among ideas, and to seek an effective structure for what he/she wants to say.

After drafting the first version of their essay, most experienced writers revise their work several times to sharpen their focus and to show more clearly how each of grammar, spelling, punctuation, and mechanics. It involves a whole process of 're-vision,' or 'seeing again', 'rethinking' and 'reshaping the content and structure' of a draft to improve it at all levels: word, sentence, paragraph, and essay. To revise an essay, a writer adds, deletes, rearranges, and rewords material, Gardner (2009, p. 119).

When the writer feels that revised draft of his/her essay has suitable content, clarity, unity, coherence, development, and organization, he/she is ready for the final stage of the writing process: editing and proofreading. Editing involves looking closely at individual sentence for technical correctness – grammar, spelling, punctuation, mechanics – and effective structure and word choice. Proofreading involves reading the final draft of the essay for any typing errors. Some writers like to combine the revising and editing stages of writing; others prefer to keep them separate. Thus to write a complete essay one needs to follow all the five steps of writing essay.

## **1.2 Review of the Related Literature**

Many research works have been carried out on effectiveness of different methodologies but only a few (no more than four) researches have been done on cooperative learning in context of Nepal. But there are many researches done on this method by the foreign researchers and linguists.

Oxford (1997, pp. 446-47), in "Cooperative Learning, Collaborative Learning and Interaction: Three Communicative Strands in Language Classroom" argues that cooperative learning, collaborative learning and interaction are three strands in the communicative L<sub>2</sub> classroom. Cooperative learning refers primarily to an array of highly structured goals and techniques of learning. Similarly, Terwel et al. (2001, p.619) in "Cooperative Learning Process of Students: A Longitudinal Multilevel Perspectives" found CL useful as high level students help and benefit more as they have to explain for low level students. They are also benefited from their high level group mates.

Karki (1996) carried out a research on "A Comparative Study on the English Language Writing Proficiency between the Students of Public and Private Schools of Grade Ten in Lamjung District." The main objectives of his study was to analyze the writing proficiency of the students of grade ten, to identify their weaknesses in writing and to find out differences between the students of

public and private schools in writing skill in which he found that the writing proficiency of the students of private school was better than the students of public school.

A similar research was carried out by Paudyal (1999) on "A Comparative Study of English Language Writing Proficiency of the Students Studying in Higher Secondary Schools of Gulmi and Kathmandu Districts." The main objectives of his study were to investigate the writing proficiency of the 12<sup>th</sup> graders; to analyze their writing materials in terms of grammatical structures, content organization, cohesion and punctuation and to make comparative study of the English language writing proficiency of the students of different streams of Gulmi and Kathmandu districts. Finally, he found that the students of grade-12 of Kathmandu district had better English language writing proficiency than the students of Gulmi. The students of Kathmandu district committed less error who could write grammatically correct sentences in clearer hand writing using punctuation marks in proper places.

Similarly, another research was carried out by Bhatta (2004) on "Effectiveness of the Use of Supplementary Writing Materials: A Practical Study." The main objectives of his study were to determine the effectiveness of readily available supplementary writing materials over teacher-made supplementary writing materials for developing written proficiency. At the end of his study he found that the teacher-made supplementary writing materials were more effective than the readily available supplementary writing materials. He also found that the teacher-made supplementary writing materials helped the students in greater extent than the readily available supplementary writing materials.

Another research was done by Rimal (2004) on "A Study on the Effectiveness of Group Work in Learning Writing Skill in English." The main objective of his study was to show the effectiveness of group of learning writing skill in English in which he has shown positive findings. But he has not paid much attention to individual learners.

Similarly, Baral (2006) carried out a research on "Effectiveness of Cooperative Learning on the Lower Secondary Students' Achievements in English." The objectives of his study were to determine whether the cooperative learning is more effective than the current method in practice with respect to achievement of students in English and to examine the effects of cooperative learning on the academic achievements with respect to the students' performance. At the end of his research he found that cooperative learning as a more effective teaching learning technique as compared to current methods in practice in English. He found better performance of the students who were taught cooperatively than those who were taught applying other current methods.

Similarly, Kumar (2008) carried out another research on "Proficiency of Grade Six Students in Guided Writing." The objectives of his study were to find out students' proficiency in guided writing and to compare their proficiency in terms of item, school and gender. He found good total proficiency of the students in guided writing. The proficiency of the boys was found better than the girls.

Similarly, another research was carried out by Bhattarai, (2010) on "Using Cooperative Learning in Developing Vocabulary." His main objective was to find out the effectiveness of cooperative learning in developing vocabulary in secondary level in terms of analysis of individual scores on pre-test, progressive test and post-test. Finally he found that cooperative learning as a useful and effective technique to teaching vocabulary. So, he has suggested the teachers and language practitioners to adopt and apply cooperative learning as their class room technique as it is an effective strategy where cooperative learning has got higher score.

The present study is different from others because no study has been done yet on effectiveness of cooperative learning in writing skill in English experimentally. Thus, it is a new venture in itself.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- a. To show the effectiveness of cooperative learning in writing skill of grade ten students.
- b. To list some pedagogical implications.

### **1.4 Significance of the Study**

This study aimed to establish degree of effectiveness of cooperative learning in writing skill in English by grade ten students. It will be significant for experts, curriculum designers, practitioners, teachers, educationists and even university students. It will be more beneficial to the teachers of schools where they have to teach in the class of heterogeneous students specially by writing skill. It will also be advantageous for the curriculum designers for implementing the curriculum effectively by bringing Cooperative Learning elements into it. It can be one of the good and appropriate strategies in teaching learning activities in the language classroom because it provides ample time and opportunities to the students to practice language skill. So, it is also important for learners.

### **1.5 Definitions of Specific Terms**

The following terms were used in the research which mean as in the given way:

#### **Accountability**

Responsibility for the decisions or actions and expected to explain them when you are asked.

#### **Analysis**

The detail study or examination of something in order to understand more about it.

#### **Average**

The result obtained by adding two or more amounts together and dividing the total by the number of amounts

**Clarity**

A quality of being clear and easy to understand

**Cognitive**

Connected with thinking or conscious mental process

**Collaborative**

Involving two or more people working together for a special purpose

**Cooperative**

Willing to help or do what people ask

**Cooperative learning**

A learner- centered approach of language teaching in which the learners learn language in small groups helping their group-mates.

**Cohesion**

The intra-textual relationships of grammatical and lexical items that make the part of the text together as a whole to convey the complete meaning.

**Coherence**

The logical sense relationships between lexical items in a text.

**Control group**

The group of students who were taught through current method

**Descriptive**

Describing something especially in detailed and interesting way

**Essay**

A short piece of writing on a particular subject.

**Experimental group**

The group of students who were taught through cooperative learning method

**Effectiveness**

The situation of producing a successful result.

**Interaction**

The situation when two people communicate or react to each other

**Investigation**

The act of examining the problem or carefully to discover the truth



**Instructional materials**

The materials used for teaching learning activities

**Interpretation**

An explanation of something that means.

**Methodology**

A set of methods and principles used to perform a particular activity.

**Narrative**

A description of a series of events

**Principles**

A theory that something is based on.

**Procedure**

A set of actions which is the accepted way doing something.

**Pre-test**

The set of test items which was administered to the population before experiment began

**Post-test**

The set of test items which was administered to the subjects after the time period of experiment was finished.

**Recombination**

A stage of learning writing skill, in which the learners recombine the learned skills in drills.

**Reproduction**

The process of copying something

**Strategy**

A detailed plan for achieving success in situation of learning a skill

**Socialization**

Training of people to behave in a way that others in the group think sociable

**Simplicity**

A quality of being simple and easy to understand

**Sample**

A small amount of something that shows what rest is.

**Simultaneous**

Happening or being done at exactly the same time

**Sentence**

A set of words expressing a statement, a question or an order usually containing a subject and a verb.

**Writing**

Expression of ideas, feelings and thoughts using graphic symbols i.e. letters.

**Writing skill**

Ability to produce a sequence of sentences using graphic symbols arranged in a particular order linked together in certain ways.

**Writing proficiency**

Ability to produce grammatically correct and well organized sentences.

## **CHAPTER-TWO**

### **METHODOLOGY**

I adopted the following methodology to carry out this research.

#### **2.1 Source of Data**

Both primary and secondary sources of data were used to carry out the research.

##### **2.1.1 Primary Source of Data**

The study was mainly based on the primary data that were the written composition from the students reading in class ten through the pre-test and post-test result score.

##### **2.1.2 Secondary Source of Data**

Different books, theses and journals such as Modern Language Journal (1986), Contemporary Educational Psychology (1996), Karki (1996), Paudyal (1999), English Teaching Forum (2002), Regmi (2004), Bhatta (2004), Baral (2006), Young Voices in ELT (2007), Kumar (2008), Harmer (2008), Kumar (2008), Journals of NELTA (2008 and 2009), Gardener (2009), Larsen Freeman (2009), Richards and Rodgers (2010), Bhattarai (2010) etc. were the secondary sources of data.

#### **2.2 Sample of the Study**

The sample population of the study was 60 students from class ten studying in Shree Janata Higher Secondary School, Gadariya-4, Kailali. Those students were from the families with low to medium socio-economic and educational

background enrolled in rural higher secondary school in Kailali district in far western region of Nepal.

### **2.3 Sampling Procedure**

To carry out this research, I went to Shree Janata Higher Secondary School, Gadariya-4, Kailali for the selection of the population for the study. First of all, I met the principal and established the rapport with him. Then I explained the purpose of my study and asked for his permission to conduct an experimental research. I also asked the subject teacher for his necessary assistance and co-operation in the study.

I used simple random sampling (SRS) design. Simple random sampling is the most commonly used method of selecting a probability sample. In this method each element in the population is given equal and independent chance of selection.

First of all, I numbered all the students calling 1, 2, 3, 4...50. Then I used lottery method to select the sample population from the large number of population. I numbered the boys and girls separately to select the equal number of boys and girls from each section. I selected only 60 students, 30 students from each section studying in grade ten for this study as the sample. The equal number of boys and girls were selected from both sections 'A' and 'B'. The boys and girls were selected as the sample applying simple random sampling procedure for the study.

### **2.4 Tools for Data Collection**

Writing essay was the tool for data collection. I prepared two sets of questions having the same test items for the pre-test and post-test.

## 2.5 Process of Data Collection

I followed the following procedure to collect primary data:

- a. First of all, I visited the Principal of school and established the rapport with him. I explained the purpose of the study and asked for permission to carry out an experimental research on the students of grade-ten.
- b. With the permission of the principal, I asked the subject teacher for necessary cooperation and support.
- c. I requested the principal and subject teacher to fix the period for the experimental teaching.
- d. Then, I prepared a pre-test paper to write an essay, appropriate for ten graders to assess their initial level of proficiency on writing essay in about 150 words.
- e. After that, I administered a pre-test to determine their proficiency level on writing skill.
- f. Then after, I formed groups of the students on the basis of their proficiency level to form an experimental and a control group having equal number of boys and girls.
- g. For group division I arranged their pre-test score in descending order. Then I numbered the scores 1, 2, 3...60 and divide them having odd numbers in one group and even numbers in another. As far as possible, I tried to arrange the group in such a way that their initial proficiency level would be approximately the same.
- h. Then, I began to intervene in the on going teaching writing skill practices with CL method. I taught everyday two complete lesson plans with CL method to experimental group and with communicative method to control group. Each cooperative lesson plan continued for 45 minutes everyday. I taught 24 lesson plans.
- i. After the completion of 24 lesson plans, I administered the post-test to assess their improvements.

- j. Finally, I analyzed and compared their scores on both pre-test and post-test of control and experimental groups.

## **2.6 Limitations of the Study**

It was impossible to include a large area in this small research because of limited time and resource. Therefore, I limited the study within a selected area. The following were the limitations of this study:

- i. The study was limited only to writing skill specially guided to free writing essays.
- ii. It was limited to a single class in a single community school in Kailali district.
- iii. Among many methods it was limited to cooperative learning only.
- iv. Only 60 students studying in class ten were selected for the study.
- v. The findings were based on the analysis, interpretation and comparison of pre-test and post-test scores.

## **CHAPTER- THREE**

### **ANALYSIS AND INTERPRETATION**

This section deals with analysis and interpretation of the data collected from the primary sources. The primary sources of data were obtained through pre-test and post-test.

#### **3.1 Analysis and Interpretation of Test Scores Obtained through Pre-test and Post-test**

The test scores obtained by the students of control and experimental groups in the pre-test and post-test have been described jointly and separately on the basis of individuality and groups.

##### **3.1.1 Analysis and Interpretation of Pre-test and Post-test Scores Obtained by Control and Experimental Groups**

The test scores obtained by the students of control and experimental groups in pre-test and post-test have been compared in terms of highest score, lowest score, total score and average score. The test scores have been listed in the following table.

**Table No. 1****Pre- and Post-test Scores Obtained by Control and Experimental Groups**

S.N.	Groups		Pre-test		Post-test		F. M.	Rem.
			Fig.	%	Fig.	%		
1.	Control Group	H.S.	7.00	58.33	8.25	68.75	12	
		L.S.	2.00	16.67	3.25	27.08		
		T.S.	119.50		170.75			
		A.S.	3.98	33.17	5.69	47.42		
2.	Experimental Group	H.S.	6.75	56.25	9.75	81.25	12	
		L.S.	2.00	16.67	4.00	33.33		
		T.S.	117.25		182.50			
		A.S.	3.91	32.58	6.08	50.67		

As the table shows, the highest score obtained in the pre-test by control group students was 7.00 that is 58.33% of full marks. The lowest score obtained by them was 2.00 that is 16.67% of full marks. Similarly, the highest score obtained in the pre-test by the experimental group students was 6.75 that is 56.25% of full marks. The lowest score obtained by experimental group students was also the same as control group students. The average score of control group students obtained in the pre-test was 3.98 that is 33.17% of full marks and the average score of experimental group students was 3.91 that is 32.58% of full marks. The average scores of both of the groups were approximately the same. The total marks secured by control group exceeded the total marks of experimental group by 2.25 that is 18.75% of full marks.

But after experimental teaching, when the post-test was administered using the same test items, the experimental group students found to make better progress than that of control group students. The highest score obtained by experimental group students was 9.75 that is 81.25% of full marks whereas the highest score obtained by control group students was only 8.25 which is 68.75% of full marks. The highest score of experimental group exceeded the highest score of control group by 1.50 that is 12.50% of full marks. Likewise, the total score of experimental group exceeded the score of control group by 11.75. The lowest



score of the students from control group was only 3.25 (i.e. 27.08% of full marks) which was less than the pass mark. But the lowest score of the students from experimental group was 4.00 (i.e. 33.33% of full marks) which was above pass mark. The average score of experimental group obtained in post-test was 6.08 that is 50.67% of full mark and the average score of control group in the post-test was 5.69 which is 47.42% of full marks.

The average score of control group was exceeded from 3.98 (i.e. 33.17% of full marks) to 5.69 (i.e. 47.42% of full marks). In the same way, the average score of experimental group was exceeded from 3.91 (i.e. 32.58% of full marks) to 6.08 (i.e. 50.67% of full marks). The students from both control and experimental groups made a good progress during the period of experimental teaching. But the students of experimental group made better progress. All of the students were able to secure at least pass mark as the table shows their lowest score in the post-test was 4.00 (i.e. 33.33% of full marks). The highest score of experimental group was not only the highest score of that group but also the highest score of the whole students which shows that CL is more effective method of teaching English as foreign language than that of communicative method.

## **3.2 Analysis and Interpretation of Test Scores Obtained through Pre-test**

The test scores obtained by the students of control and experimental groups in the pre-test have been described jointly and separately on the basis of individuality and groups.

### **3.2.1 Analysis and Interpretation of Pre-test Scores Obtained by All the Students 'As a Whole'**

The test scores which were obtained by all the students on pre-test have been described. The highest score, the lowest score, total score and the average score

have been given in the following table.

**Table No. 2**  
**Pre-test Scores Obtained by All the Students 'As a Whole'**

F.M.	H.S.			L.S.			T.S.	A.S.	
	Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
12	7.00	58.33	2	2.00	16.67	12	236.75	3.95	32.92

Where, % of Ss.= Percentage of the total students who obtained highest or lowest score.

The table shows, that the highest score was secured by nearly 2% of the total students (C1) who obtained 58.33% of full marks. The average (mean) score of the total students obtained as a whole is 3.95 which is 32.92% of full marks. That is to say in average they got the pass mark. The lowest mark was obtained by nearly 12% of the students. Around 57% of total students failed to obtain the average score who obtained below the average score. They could not secure even the pass mark. None of the students was able to secure the first division marks. About 43% of the total students were above the average.

The data in the table shows that the class consisted of mixed ability students. Some of the students were more intelligent than that of others. But none of the students got the first division marks on the pre-test. Thus, the result shows unsatisfactory level of proficiency in writing skill, especially in writing essay.

### **3.2.2 Analysis and Interpretation of Pre-test Scores Obtained by Control Group**

The test scores obtained by the students of control group have been analyzed and described on the basis of the data of the following table. These data were obtained through pre-test. The highest score, the lowest score, total score and the average score have been given in the following table.

**Table No. 3**

**Pre-test Scores Obtained by Control Group**

F.M.	H.S.			L.S.			T.S.	A.S.	
	Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
12	7.00	58.33	3	2.00	16.67	10	119.50	3.98	33.17

Where, % of Ss. = Percentage of the total students who obtained highest or lowest score

When we observe the table, we find that about 3% of the students secured the highest score that is 58.33% and 10% of the students secured the lowest score that is 16.67% of full mark. The average score of control group on pre-test was 3.98 which is 33.17% of full mark. On the pre-test, nearly 43% of the students of control group got above average score. Around 57% of the students obtained below the average score. As more students had got below the average score the result was not satisfactory.

**3.2.3 Analysis and Interpretation of Pre-test Scores Obtained by Experimental Group**

The table shows the performance of the students from experimental group on pre-test in descending order. The highest score, the lowest score, total score and the average score have been given in the following table.

**Table No. 4**

**Pre-test Scores Obtained by Experimental Group**

F.M.	H.S.			L.S.			T.S.	A.S.	
	Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
12	6.75	56.25	7	2.00	16.67	13	117.25	3.91	32.58

Where, % of Ss. = Percentage of the total students who obtained highest or lowest score

As the table shows, around 7% of the students (E1 and E2) obtained the highest score that is 56.25%. But nearly 13% students (E27, E28, E29, and E30) obtained the lowest mark that is 16.67%. Average mark of the experimental group was 3.91 which is 32.58%. Just like in control group nearly 43% of the students obtained above the average mark and about 57% of the students obtained below the average score in experimental group. As more than 50% of the students were at below the average level the result was unsatisfactory.

### **3.3 Analysis and Interpretation of Test Scores Obtained Through Post-test**

The test scores obtained by the students of control and experimental groups in the post-test have been described jointly and separately below.

#### **3.3.1 Analysis and Interpretation of Test Scores Obtained by All the Students on Post-test 'As a Whole'**

The following table shows the performance of all the students of both control and experimental groups on post-test. The test scores have been recorded in the following table in terms of the highest score, the lowest score, total score and the average score.

**Table No. 5**  
**Post-test Scores Obtained by All the Students 'As a Whole'**

F.M.	H.S.			L.S.			T.S.	A.S.	
	Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
12	9.75	81.25	2	3.25	27.08	2	353.25	5.89	49.08

As the above table shows, the highest score was obtained by 2% (E3) out of 60 students on the post-test. The highest score was 9.75 which is 81.25% of full marks. The second highest score was (79.17%) which was also obtained by a

student (E2) of experimental group. The lowest score was obtained by 2% of the students (C29) on the post test that is 3.25 which is 27.08% of full marks. Five percent out of 60 students could not obtain the pass marks on the post-test. The average score obtained by the students as a whole on the post-test is 5.89 which is 49.08% of full marks. Nearly 52% of the total students obtained above the average (mean) score and nearly 48% of them obtained below the mean score. Ninety- five percent out of 60 students were able to obtain the pass marks. About 13% of the students obtained first division marks on the post-test.

Considering the pre-test and post-test performance of the population, the study shows that there was a remarkable progress. In the pre-test the total score of the group was 236.75 of which average score reaches 3.95 that is 32.92% of full marks whereas in the post-test the total group score increased up to 353.25 that comes at 5.89 average marks which is 49.08% of full marks. The marks obtained by the groups in the post-test are greater by 116.50 which shows that the performance progress of the group by 9.71%. It means that the students had much progressed in writing performance in a short period of 24 days.

### **3.3.2 Analysis and Interpretation of Post-test Scores Obtained by Control Group**

The given table shows the post-test scores obtained by the students of control group on the post-test.

**Table No. 6**  
**Post-test Scores Obtained by Control Group**

F.M.	H.S.			L.S.			T.S.	A.S.	
	Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
12	8.25	68.75	3	3.25	27.08	3	170.75	5.69	47.42

As the table shows, nearly 3% of the students (C1) obtained the highest score in the post-test that is 8.25 which is 68.75% of full marks. The lowest score was also obtained by the same number of the students. The lowest score was 3.25 which is 27.08% of full marks. The average score of the control group on the post-test is 5.69 which is 47.42% of full marks. Ten percent of the total students of control group were able to secure the first division marks and the same number of the students failed to obtain the even the pass marks. Around 53% of the students obtained above the average score and 47% of them were below the average score.

### 3.3.3 Analysis and Interpretation of Post-test Scores Obtained by Experimental Group

The following table shows post-test scores obtained by the students of experimental group.

**Table No. 7**  
**Post-test Scores Obtained by Experimental Group**

F.M.	H.S.			L.S.			T.S.	A.S.	
	Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
12	9.75	81.25	3	4.00	33.33	13	182.50	6.08	50.67

The above table shows that the highest score was obtained by 3% of the students of experimental group in the post-test that is 9.75 which is 81.25% of full marks. This mark is thought to be the distinction mark according to the S.L.C. Board of Nepal. The lowest marks were obtained by 13% students in the post-test that is 4 which is 33.33% of full marks. The average score of the students on the post-test was 6.08 which is 50.67% of full marks. Nearly 17% of the total students secured the first division marks on the post-test from experimental group. All of the students were able to secure the pass marks.

This shows that the students learned more effectively when they were taught applying CL method.

### 3.4 Intra-Group Comparison between Pre-test and Post-test Performance

The pre-test and post-test scores have been analyzed and compared below. The comparison has been made between the test scores obtained by control and experimental groups separately. There is no cross comparison of the scores under this sub-heading. The test scores have been compared in terms of intra-group as well as pre-test and post-test.

#### 3.4.1 Comparison between Pre-test and Post-test Performance of the Students of Control Group

The pre-test and post-test scores obtained by the students of control group have been analyzed. There were equal number of boys and girls in each group that is fifteen boys and fifteen girls. Their obtained scores have been arranged in separate columns of the following table. The description of the test scores has been given below the table.

**Table No. 8**  
**Pre-test and Post-test Performance of Control Group**

S. N.	F.M.	Tests	Test Scores								
			H.S.			L.S.			T.S.	A.S.	
			Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
1.	12	Pr. T.	7.00	58.33	3	2.00	16.67	10	119.50	3.98	33.17
2.	12	Po. T.	8.25	68.75	3	3.25	27.08	3	170.75	5.69	47.42

When we observe the table, we find the highest and the lowest scores of the students of control group were respectively 7 and 2 which were 58.33% and

16.67% of the full mark. The average score of control group on pre-test was 3.98 which is 33.17% of full marks. On the pre-test, nearly 43% of the students of control group were able to obtain above average score. Around 57% of the students obtained below the average score. Three percent out of 30 students secured 58.33% score and 10% out of 30 students secured the lowest score that is 16.67% of full mark. As more students had got below the average score the result was not satisfactory in the pre-test.

The highest score obtained by 3% of the students in the post-test was 8.25 which is 68.75% of full marks. The lowest score obtained by the students in the post-test was 3.25 that is 27.08% of full marks. The average score of the group on the post test was 5.69 which is 47.42% of full marks. Ten percent out of 30 students were able to secure the first division marks and the same number of the students failed to obtain even the pass marks.

The highest score was increased from 58.33% up to 68.75% that is nearly by 10% of full marks after experimental teaching. The average score was increased from 3.98 (i.e. 33.17%) up to 5.69 (i.e. 47.42%) which can be considered as a very good progress. In the pre-test, nearly 57% of the students were failed to obtain the pass marks. But in the post-test, nearly 57% of the students obtained above the average score. Nobody had obtained the first division marks in pre-test but 10% students obtained the first division marks in the post-test. However, 10% out of 30 students did not obtain the pass marks even in the post test. In the post-test, nearly 43% of the students obtained below the mean score.

### **3.4.2 Comparison between Pre-test and Post-test Performance of the Students of Experimental Group**

The performance of the students of experimental group was compared. There were equal number of boys and girls in each group that is fifteen boys and



fifteen girls. Their highest, lowest, total and average scores have been arranged in the following table.

**Table No. 9**  
**Pre-test and Post-test Performance of Experimental Group**

S. N.	F.M.	Tests	Test Scores								
			H.S.			L.S.			T.S.	A.S.	
			Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
1.	12	Pr. T.	6.75	56.25	7	2.00	16.67	13	117.25	3.91	32.58
2.	12	Po. T.	9.75	81.25	3	4.00	33.33	13	182.50	6.08	50.67

As the table shows, about 7% of the students obtained the highest score that was 56.25% of full marks in the pre-test. But 13% out of 30 students obtained the lowest mark that is 16.67% of the full mark. The average mark of the experimental group was 3.91 which is 32.58% of full mark. Just like in control group, nearly 43% of the students obtained above the average mark and about 57% of the students obtained below the average score in experimental group. As more than 50% of the students were at below the average level, the result was unsatisfactory.

The highest score was obtained by 3% (E3) out of 30 students of experimental group in the post-test that was 9.75 which is 81.25% of full marks. This mark is thought to be the distinction mark according to the S.L.C. Board of Nepal. The lowest mark obtained in the post-test is 4 that is 33.33% of full marks. The average score of the students on the post-test was 6.08 which is 50.67% of full marks. Nearly 17% out of 30 students secured the first division marks on the post-test from experimental group. None of the students of this group was failed to secure the pass marks. This shows that the students learned more effectively when they were taught applying CL method.

The highest score in the pre-test was increased from 6.75 (i.e. 56.25%) to reach up to 9.75 (i.e. 81.25%) in the post-test that was increased by 25% of full marks. The lowest score in the pre-test was 2.00 (i.e. 16.67%) whereas in the post-test it was 4.00 (i.e.33.33%) which is above the pass mark. Hence, although in the pre-test nearly 57% of the students were failed to obtain the pass mark, all of them were able to obtain the pass marks in the post-test. The average score increased from 3.91 (i.e. 32.58%) up to 6.08 (i.e.50.67%) that is by 18.09% which is thought to be very significant progress of experimental group. This shows that the CL method is more effective than the communicative method.

### **3.5 Inter-Group Comparison of Pre-test and Post-test Performance**

The performance of control and experimental groups in the pre-test and the post-test have been compared to each other below.

#### **3.5.1 Comparison of Pre-test Performance of Control and Experimental Groups**

The pre-test scores obtained by both control and experimental groups have been compared below to make an analysis. The following table shows the pre-test scores obtained by both groups.

**Table No. 10****Performance of Control and Experimental Groups in the Pre-test**

S. N.	F.M.	Tests	Test Scores								
			H.S.			L.S.			T.S.	A.S.	
			Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
1.	12	C.G.	7.00	58.33	3	2.00	16.67	10	119.50	3.98	33.17
2.	12	E.G.	6.75	56.25	7	2.00	16.67	13	117.25	3.91	32.58

As the table shows, the highest score obtained by control group was 7.00(i.e.58.33%) whereas the highest score obtained by experimental group was only 6.75(i.e.56.25%). The lowest scores of both groups were the same that is 2.00 (i.e. 16.67%). The highest score of control group exceeded the highest score of experimental group by 2.08% of full marks. The average score of control group was 3.98(i.e.33.17%) and the average score of experimental group was only 3.91(i.e.32.58%). Their average scores were approximately the same. The average score of control group had exceeded the average score of experimental group by 0.59% of full marks. In short, the average score of control group was a little bit better than that of experimental group in the pre-test.

### **3.5.2 Comparison of Post-test Performance of Control and Experimental Groups**

The performance of control and experimental groups in the post-test, have been compared below. They have been arranged in terms of highest, lowest, total and average scores in separate columns to make comparison vivid. They have been compared in terms of mean score, the highest and the lowest scores.

**Table No. 11****Performance of Control and Experimental Groups in the Post-test**

S. N.	F.M.	Tests	Test Scores								
			H.S.			L.S.			T.S.	A.S.	
			Fig.	%	% of Ss.	Fig.	%	% of Ss.		Fig.	%
1.	12	C.G.	8.25	68.75	3	3.25	27.08	3	170.75	5.69	47.42
2.	12	E.G.	9.75	81.25	3	4.00	33.33	13	182.50	6.08	50.67

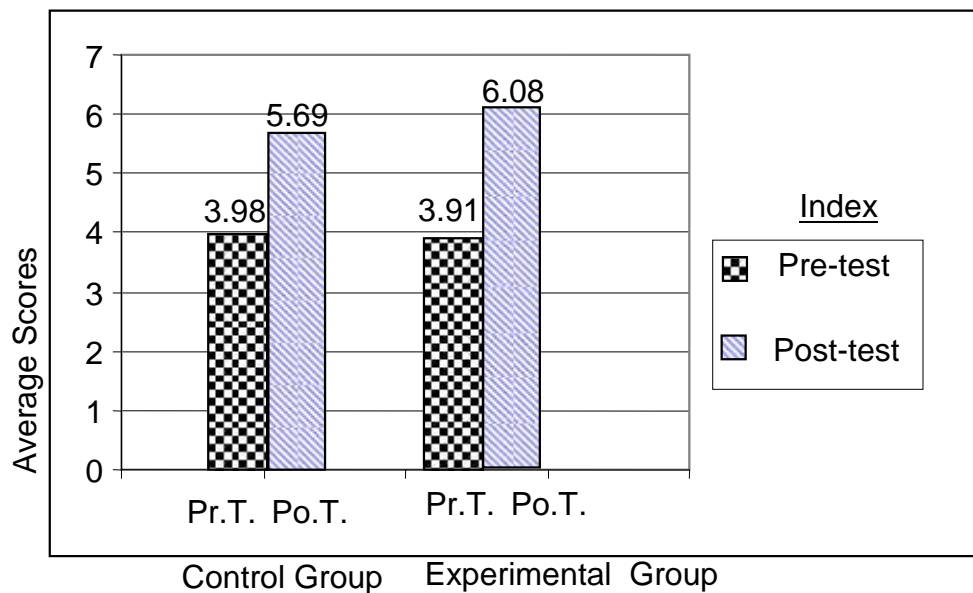
The highest score obtained by the students of control group in the post-test was 8.25(i.e.68.75%) whereas the highest score obtained by experimental group students reached up to 9.75(i.e.81.25%). The difference between these highest scores was 12.50% of full marks. The average scores of both groups were increased very remarkably. However, the average score of experimental group was greater than that of control group. The control group students were able to obtain 5.69 (i.e.47.42%) as average score and the experimental group students obtained 6.08(i.e.50.67%) marks in the post test. The mean score of experimental group exceeded the mean score of control group by 3.25% which shows the effectiveness of CL method.

### **3.6 Comparison of Average Scores Obtained by Two Groups with the Help of Bar- Diagram**

The following bar-diagram shows that pre-test and post-test mean score obtained by the students of both control and experimental groups. The mean scores have been analyzed and compared among one another.

### Bar-Diagram No. 1

**Bar-Diagram Showing the Mean Scores of Control and Experimental Groups in the Pre-test and the Post-test**



The above bar-diagram shows the mean scores obtained by the control group on pre-test was 3.98 (i.e. 33.17% of full marks) and that of experimental group was 3.91 (i.e.32.58% of full mark). The mean scores were just the pass marks in the pre-test. When the post-test was administered after experimental teaching using the same test item of pre-test, they obtained the different mean scores. The mean score obtained by control group in the post-test is 5.69(i.e.47.40% of full marks) whereas the mean score of experimental group is 6.08 (i.e.50.67% of full marks).

The difference between the mean score of control and experimental groups obtained in the pre-test was 0.59% of full mark whereas the mean score of experimental group exceeded the mean score of control group by 3.25% of full mark in the post-test.

Similarly, the difference between the mean score of control group of post-test and pre-test is 1.71 (i.e. 14.25%) that is to say the mean score of control group was increased by 14.25% after experimental teaching. The difference between the mean scores of pre-test and post-test obtained by experimental group is

2.17 which is 18.08% of full mark that is to say, the mean score of experimental group increased by 18.08% after experimental teaching.

This bar-diagram shows that the students of experimental group who were taught through CL method obtained better marks than the students of control group who were taught through communicative method. Thus, by comparing and analyzing the performance of experimental and control group with help of mean scores, we can say that CL method is more effective than communicative method.

## **CHAPTER- FOUR**

### **FINDINGS AND RECOMMENDATIONS**

Introducing CL method in teaching writing skill, especially to high school students, has an insightful experience for me. The students were habituated to listen to their teachers silently without taking part in any pair or group work. Moreover, they also habituated to copy the written essay from the blackboard without any interaction. However, I had doubt of its usefulness and success particularly in teaching writing essay to high school learners. But from the day I stepped in the class with my lesson plan, the class ran smoothly though it took some time to conceptualize the students at the beginning of experimental teaching. It required the students to work on writing essay on the given topics cooperatively in their teams. Even in the heterogeneous class created by varying degree of proficiency level, its effectiveness was found to be considerable. The students were more motivated when they had to teach their own teammates and classmates. As a result, they learned the assigned materials exuberantly. Almost all of the students liked to be a teacher to teach their friends. So, they learned better within short period of time. The analysis of the scores on pre-test and post test further supports my experience.

It has been found that the CL method plays a vital and effective role in developing writing proficiency especially in writing essay in second language learners. I administered the pre-test before I started experimental teaching. Then, after teaching 24 lesson plans, I administered the post-test. At the end, I analyzed and compared the scores of these tests. In every point I found the students having better performance who attained the cooperative class than that of the others. I listed the following findings and recommendations which are drawn on the basis of analysis.

## 4.1 Findings

After the analysis and comparison of the test scores, the following conclusions have been drawn as findings:

- a. Analyzing the scores on pre-test and post-test of both groups cooperative learning was found to be more effective as a teaching-learning technique as compared to the communicative method in practice in English.
- b. The progress was found to be in favour of experimental group by the average scores of the students. The average scores of control and experimental groups were 3.98 and 3.91 respectively out of 12, full mark in the pre-test. But the average scores of control and experimental groups were found to be 5.69 and 6.08 in post test respectively.
- c. The cooperative learning strategy has the better impact on the performance of the students in the area of writing skill as the students in experimental group have shown comparatively better performance in the post-test than that of control group.
- d. The performance seems better in favour of experimental group by the average(mean) scores where the mean scores of the control and experimental groups were 3.98 and 3.91 on pre-test whereas on post-test they obtained 5.69 and 6.08 respectively. Thus, we can say the performance was better in favour of control group on pre-test, however, it was found to be better in favour of experimental group on post-test.
- e. In the beginning of experimental teaching, the students found writing a very difficult task but afterwards they could write better on any topic with an ease. From this I found that the regular practice made the students learn better to develop their writing proficiency.



- f. The students were found to be more strongly motivated to work in the cooperative teams than the traditional class.
- g. The investigation showed that the cooperative learning method help the learners better to develop their writing proficiency than the current methods.
- h. The students of experimental group enjoyed to practice to write essay in their cooperative groups.
- i. Although all the students hesitated to ask for the necessary help from the teacher at beginning, the students of experimental group were found to be more frank than control group later on.
- j. The students were found to have committed common mistakes in tense, subject-verb agreement, use of capital letters and punctuation marks and in selection of appropriate words to express their ideas.

## **4.2 Recommendations**

On the basis of the findings of the study, the following recommendations are made:

- a. Analysis of pre-test and post-test scores obtained by both of the groups, showed that cooperative learning is more effective as a teaching-learning technique than that of the communicative method. So, English teachers should adopt the CL method while teaching writing skill especially in writing essay to the second language learners.
- b. Previous studies conducted on cooperative learning by different researchers in different cultures as well as this study prove CL as more effective method of teaching for the English language as compared to traditional methods of teaching. Therefore, the teachers of the English language should use cooperative teaching to improve the academic

achievements of the students.

- c.** As cooperative learning is a new technique of teaching for English teachers in the context of Nepal, they should be provided orientation and training in cooperative learning.
- d.** As the second language learners enjoyed learning through cooperative groups in their teams, the curriculum designers should prescribe CL in the secondary level curriculum of Nepal.
- e.** Since CL is a learner-centered method and it makes the learning long lasting, this method should be applied by English language teachers.
- f.** The learners of experimental group were found to be more motivated to be involved in the learning activities and to teach their teammates, they made a remarkable progress after experimental teaching. Therefore, this method should be practiced by all English language teachers.
- g.** This study was limited only to the educational achievements of the students in the English language especially in writing essay. So, the further studies or researches should be carried out to find out the effectiveness of cooperative learning for the other dependent variables such as self esteem, social skill, academic motivation for different subjects etc.
- h.** The present study which was carried out in government school located in rural area. The result of this single study is insufficient to decide the effectiveness of CL for the maximum use of it in Nepalese culture. Thus, a series of further experimental researches on CL in different language skills and situations should be carried out.

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